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ABSTRACT

The Illinois Board of Higher Education (IBHE) study on teacher education is divided into four sections; (1) placing the problem of the ongoing need for teachers in perspective; (2) policy recommendations to the IBHE on relevant aspects of teacher education; (3) the rationale for recommendations made to the IBHE; (4) ideas and programs that could improve teacher education but would be appropriate as policy recommendations to the IBHE. The appendices contain the subcommittee reports and a national perspective on teacher supply and demand. (Author/KE)

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TEACHERS OF QUALITY: Report of the Task Force on Teacher Education for Master Plan Phase IV.

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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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State of Illinois
Board of Higher Education

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PREFACE

The Illinois Board of Higher Education (IBHE) has considered teacher education in each of its three master plans and in a special report on laboratory schools. (Appendix A includes recommendations made in these reports.) The Task Force on Teacher Education is a direct outgrowth of recommendation No. 82 in Master Plan, Phase III.

The Task Force held its first meeting on November 8, 1972. The then-Executive Director of the IBHE, Dr. James B. Holderman, emphasized the importance of a comprehensive study of pre-service teacher preparation in Illinois. Dean B. J. Chandler, Chairman of Task Force, reviewed recommendation No. 82 in Master Plan, Phase III and identified areas of concern. Pursuant to the guidelines included in this recommendation, the following sub-committees were established from the Task Force as a whole:

1) Sub-Committee on Evaluation of Teacher Education Programs
2) Sub-Committee on Admission Requirements for Teacher Education Programs
3) Sub-Committee on the Identification and Appraisal of Existing Experimental Teacher Education Programs
4) Sub-Committee on Crucial Issues and Problems Confronting Teacher Education in Illinois
5) External Sub-Committee on Development of a Statewide Master Plan for Teacher Preparation in Special Education

6) External Sub-Committee on Development of a Statewide Master Plan for Teacher Preparation in Occupational Education

Each of these sub-committees met several times in developing their individual reports, which have been considered by the Task Force as a whole and which are reflected in this Report. In addition, the various sub-committee reports are included. The Task Force as a whole has met on a bi-monthly basis through most of its existence.

This report is divided into four sections. The first, The Ongoing Need, places the problem in perspective; the second, Recommendations To The Board of Higher Education, consists of policy recommendations to the IBHE on relevant aspects of teacher education; the third, Bases For Recommendations To The Board Of Higher Education, contains the rationale for recommendations made to the IBHE; the fourth, Suggestions To Teacher Education Institutions, contains ideas and programs that could improve teacher education but would not be appropriate as policy recommendations to the IBHE; and the fifth section, The Appendices, contains the respective sub-committee reports, a national perspective on teacher supply and demand, and other reports. Since not all of the appendices have been reviewed by the members of the Task Force, their inclusion here should not imply Task Force approval.

RECOMMENDATIONS TO THE BOARD OF HIGHER EDUCATION

The Task Force addresses these recommendations to the Illinois Board of Higher Education.

I. THE BOARD OF HIGHER EDUCATION SHOULD EXPRESS ITS SUPPORT FOR THE FREE-CHOICE PRINCIPLE AS A MEANS OF CONTROLLING SUPPLY AND DEMAND IN TEACHER EDUCATION, IN CONTRAST WITH A QUOTA SYSTEM.

II. THE BOARD OF HIGHER EDUCATION SHOULD PROVIDE ENCOURAGEMENT AND MEANS FOR DEVELOPING QUALIFIED TEACHERS IN THESE FOUR SHORTAGE AREAS: OCCUPATIONAL EDUCATION, SPECIAL EDUCATION, BILINGUAL EDUCATION, AND HEALTH EDUCATION.

A. THE BOARD OF HIGHER EDUCATION SHOULD INITIATE A COOPERATIVE VENTURE WITH THE DIVISION OF VOCATIONAL AND TECHNICAL EDUCATION, COMMUNITY COLLEGES AND SECONDARY SCHOOLS TO DEVELOP A SYSTEMATIC PLAN FOR CONTINUING REVIEW OF SUPPLY AND DEMAND FOR TEACHERS IN OCCUPATIONAL EDUCATION. IN ADDITION, THE BOARD OF HIGHER EDUCATION SHOULD ENCOURAGE TEACHER PREPARATION PROGRAMS IN OCCUPATIONAL EDUCATION TO PREPARE GREATER NUMBERS OF TEACHERS, KEEPING AWARE

OF NEEDS AND CHANGING CIRCUMSTANCES SO FUTURE SUPPLY WILL NOT OUTRUN NEED.

B. THE BOARD OF HIGHER EDUCATION SHOULD ENCOURAGE TEACHER PREPARATION PROGRAMS IN SPECIAL EDUCATION TO PREPARE GREATER NUMBERS OF TEACHERS, KEEPING AWARE OF NEEDS AND CHANGING CIRCUMSTANCES SO FUTURE SUPPLY WILL NOT OUTRUN NEED.

C. THE BOARD OF HIGHER EDUCATION SHOULD ENCOURAGE TEACHER PREPARATION PROGRAMS IN BILINGUAL EDUCATION TO PREPARE GREATER NUMBERS OF TEACHERS, KEEPING AWARE OF NEEDS AND CHANGING CIRCUMSTANCES SO FUTURE SUPPLY WILL NOT OUTRUN NEED.

D. THE BOARD OF HIGHER EDUCATION SHOULD ENCOURAGE TEACHER PREPARATION PROGRAMS IN HEALTH EDUCATION TO PREPARE GREATER NUMBERS AND VARIETIES OF TEACHERS, KEEPING AWARE OF NEEDS AND CHANGING CIRCUMSTANCES SO FUTURE SUPPLY WILL NOT OUTRUN NEED.

III. THE BOARD OF HIGHER EDUCATION EXPECTS EACH INSTITUTION OF HIGHER EDUCATION TO REVIEW ITS OWN STANDARDS OF ADMISSION AND RETENTION WITH A VIEW TOWARD GREATER QUALITY CONTROL. THE TASK FORCE BELIEVES, HOWEVER,

THAT THE BOARD OF HIGHER EDUCATION SHOULD RECOGNIZE THE IMPORTANCE OF SUFFICIENT FLEXIBILITY IN ADMISSIONS CRITERIA TO ADMIT PROMISING MINORITY STUDENTS WHO HAVE NOT HAD THOSE EDUCATIONAL EXPERIENCES THAT FORM THE BASES FOR MOST ADMISSIONS AND RETENTION STATEMENTS.

IV. THE BOARD OF HIGHER EDUCATION SHOULD RESIST PRESSURES TO ALLOW COMMUNITY COLLEGES TO BUILD PROFESSIONAL COURSE SEQUENCES ON THEIR CAMPUSES WITH THEIR OWN PERSONNEL, ALTHOUGH EXPLORATORY EXPERIENCES IN ONE OR TWO PROFESSIONAL EDUCATION COURSES MAY BE REASONABLE. MORE EXTENSIVE PROFESSIONAL COURSE OFFERINGS AND SEQUENCES SHOULD BE GIVEN BY SENIOR COLLEGES AND UNIVERSITIES WORKING COOPERATIVELY WITH COMMUNITY COLLEGES.

V. THE BOARD OF HIGHER EDUCATION SHOULD PROVIDE ENCOURAGEMENT AND RESOURCES FOR ESTABLISHING COOPERATIVE ARRANGEMENTS AND ACTION-ORIENTED CONSORTIA OF INSTITUTIONS RELATED TO TEACHER PREPARATION.

VI. THE BOARD OF HIGHER EDUCATION SHOULD INSIST THAT MAKING BROAD DECISIONS ABOUT TEACHER EDUCATION ACTIVELY INVOLVE VARIOUS SEGMENTS OF THE ACADEMIC COMMUNITY, CITIZENS, TEACHER EDUCATORS, ORGANIZATION AND STATE OFFICIALS.

BASES FOR RECOMMENDATIONS TO THE BOARD OF HIGHER EDUCATION

The previous section gives several recommendations that the Task Force is making to the Board. In this section, the rationale is given for each recommendation.

Supply And Demand

A general oversupply of teachers does exist and no significant change in this overall situation is seen for the decade ahead. But this generalization needs to be qualified by considering teaching areas where shortages exist; therefore, this section will consider both oversupply and undersupply.

Oversupply

One needs to exercise care in generalizing about teacher supply and demand because it differs with school subjects, varies within the State of Illinois from one geographic region to another, changes within subject areas and geographic locations during the school year, guesses at the supply of new teachers from out-of-state institutions and the number of previously trained teachers seeking to reenter Illinois

public schools, and depends upon local and state revenues which must be redetermined annually.[6/]

Sufficient data are available to permit a general assessment of the Illinois public school teacher supply and demand situation and the development of a short-term future outlook. Four data sources are used in the assessment.

Teaching vacancies. The number of teaching vacancies reported by Illinois public school districts at the beginning of each school year from 1966 through 1973 are given in Table I.

6/ The statistics and the tables used in this section were developed by the Research Section of the Department of Research, Evaluation and Statistics in the State Office of Education. The analyses, conclusions, and recommendations are those of the Task Force.

A national perspective on teacher supply and demand is given in Appendix B. Since Illinois profiles usually parallel national findings, one should not be surprised to note that this is the case for teacher supply and demand also.

TABLE I

Number of Teacher Vacancies Reported By Illinois Public School Districts At Beginning of Each School Year

	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72	1972-73
Elementary	689	391	302	188	31	23	6
Junior High	87	68	68	36	14	8	4
High School	476	386	283	189	30	27	25
Total Vacancies	1252	845	653	413	75	58	35

These data[7/] reveal a steady decline in the number of elementary and secondary school teaching vacancies from 1966 through 1973. There were 1252 vacancies reported in 1966 as compared with only 35 at the start of 1972-73 school year. The present oversupply of public school teachers is the culmination of a gradual trend rather than an abrupt reversal, and it results from annual increases in teacher supply and decreases in teacher demand.

New potential teachers. The number of new teachers prepared at the bachelor's degree level increased from 12,867 in 1969 to 16,480 in 1972, or a 30.9 percent increase in the

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7/ This information was collected for the Teacher Shortage Survey from 1966-67 through 1970-71 and on the Teacher Vacancy List in 1971-72 and 1972-73 by the Office of the Superintendent of Public Instruction.

three years. The estimated number of new elementary teachers being prepared in 1973 is relatively unchanged from 1972, but a noticeable drop is reported in the estimated number of new 1973 secondary teachers being prepared by Illinois' colleges and universities. The reduction in new bachelor's degree secondary teachers from 10,361 in 1972 to an estimated 9,772 in 1973 represents a 5.7 percent decline. The estimated total number of 16,217 new bachelor's degree teachers to be graduated in 1973 represents a small 3.7 percent decrease from the 16,840 prepared by Illinois' colleges and universities during 1972. About 25 percent of Illinois' beginning public school teachers are prepared by out-of-state institutions and it is estimated that more than 10,000 previously trained teachers seek entry-reentry into the schools of this State. This small decline in the estimated number of new 1973 teachers being prepared at the bachelor's degree level should not alter the general oversupply of teachers for the 1974-75 school year.

Creation and elimination of positions. There was a statewide net increase during the 1972-73 school year of 980 full-time and 428 part-time certificated positions for "downstate" Illinois public schools, and a net reduction of 264 full-time positions for the Chicago public schools. Over one-half of

the net gain of 980 positions is due to a net increase of 568 specialized personnel positions.

The full-time teaching assignments showing the largest net gains among downstate public schools are special education (+305), elementary regular instruction in grades 4-8 (+83), remedial reading (+74), high school vocational and technical instruction (+58), and high school industrial arts (+40). The full-time teaching assignments demonstrating net reductions among downstate public schools are elementary regular instruction in grades K-3 (-149), elementary and junior high school foreign language (-19), high school foreign language (-12), and high school agriculture (-1). The net increase in elementary, junior high, and high school classroom teaching positions is +356 full-time and 250 part-time for downstate public school districts.

The 974 certificated positions created and 1238 positions eliminated by the Chicago Public School System are not differentiated according to main assignment.

If the Chicago public schools are included with all other Illinois public schools, the statewide net gain in total regular classroom teaching positions is either nonexistent or negligible. This relatively equal balance between the number of classroom teaching positions created

and eliminated during the 1972-73 school year is a dramatic change from the situation a decade earlier. From 1959-60 through 1969-70, the average yearly net increase was 4,606 full and part-time teaching positions.

Placement directors' estimates. Judgmental ratings by placement directors of Illinois' state universities provide some picture of the Illinois public school teacher supply and demand balance.

This survey found a continuation of the general over-supply of teachers is affirmed in 30 types of positions and a shortage in 12 others. Teaching areas in greatest over-supply were the social studies, English and language arts, the foreign languages, art, business education, physical education (men), and regular instruction at the primary and intermediate elementary grade levels. The placement directors estimated that teacher shortages exist in the vocational-technical areas and industrial arts; all areas of special education except educable and trainable mentally handicapped; school social workers, school nurses, librarians, school psychologists, and a slight shortage was reported for the natural science areas (especially chemistry and physics) and for mathematics.

Future outlook. The trend for the remainder of this decade can be developed by estimating the public school pupil enrollment (K-12) and the number of Illinois youth attaining college senior age (22 years). Both factors indicate a continued general oversupply of available Illinois public school teachers. If the present public/nonpublic enrollment ratio remains constant, the total 1971-72 Illinois fall public school enrollment of 2,373,659 pupils will remain relatively unchanged through the 1975-76 school year and decline slightly approximately three to five percent by the end of the decade. A projected small decline in enrollment during the 1970's is in striking contrast with an increase of 1,122,732 pupils or a 95 percent increase and 68,981 teachers, a 146 percent increase, for the 20 year period from 1950-1970. During the 1970's there will be no demand for additional teachers to keep pace with an expanding enrollment, such as existed throughout the 1950's and 60's.

A continual rise in the number of college seniors is expected during this decade. Recent evidence, however, indicates that the percentage of college students preparing to teach is declining.[8/] If these two conditions continue, a

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8/ The Chronicle of Higher Education, "Enrollments Leveling Off at State-Supported 4-Year Colleges." January 15, 1973, p. 1 and 6; and "Freshmen Show Conservative Shift", February 12, 1973, p. 1 and 5.

noticeable decline in the number of new teachers prepared by Illinois colleges and universities is possible in the next year or two despite the continued increase in the number of 22 year old youths attending college.

The number of college graduates prepared to teach, the teacher turnover rate, the financial condition of school districts, and the public/nonpublic enrollment ratio will be influenced by future general economic conditions as well as future federal and state level policy decisions and/or legislative action. The effect these factors will have upon the total teacher supply and demand balance during the 1970's is difficult to assess. However, based upon the present status of these factors, we can expect a continued general oversupply of classroom teachers for the years immediately ahead, with some areas of undersupply evident also.

Recommended adjustments. The Sub-Commission on Admission Requirements studied the possibility of recommending some sort of quota system. With the current supply and demand picture, it is tempting for the State Board of Higher Education to recommend restrictions or some sort of quota system upon those who would become teachers. Some segments of the profession have expressed interest in reducing the supply of teachers

through admission controls. Administrative and school board groups, on the other hand, do not want restriction upon the number of persons available for employment in the belief that the larger manpower pool allows them to recruit better teachers. Some university administrators fear that restrictions on admission to teacher education will result in decreased enrollments and possibly diminished state appropriations. And professors are reluctant to recommend restrictions for the same reason.

Restricted admissions, coupled with controls exercised through certification, would permit the State to have increased control over the relationship between supply and demand factors. Strict control is not possible because about 25 percent of Illinois beginning teachers are prepared out-of-state and several thousand previously trained teachers seek entry-reentry each year into the teaching profession. Also, the Illinois Board of Higher Education can exercise very little influence over the admissions procedures in private institutions. Those who favor restricted enrollments point out the dollar savings which could be obtained by bringing supply and demand factors more nearly into congruence.

Those opposed to quota restrictions believe that students should have an opportunity to prepare themselves to compete in

a marketplace regardless of the conditions which exist there. Furthermore, they argue that the dollars invested in a college education, regardless of the major area of study, are not wasted dollars but invested funds from which society ultimately will derive benefit. The employment of a person educated as a teacher in a non-teaching role in business, industry or government, is no more a waste of manpower and manpower training funds than the employment of a philosophy major, a music major, an art major, a history major, an English major, or a foreign language major in the same job, in the same industry, or for the same government. They object to a manpower template being placed upon teacher education when the same kind of template has not been applied to those persons who major in other academic areas for which jobs do not exist.

In its first recommendation, the Task Force is asking the Board of Higher Education to adopt the free-choice principle as opposed to the manpower-allocation principle.

I. <u>THE BOARD OF HIGHER EDUCATION SHOULD EXPRESS ITS SUPPORT FOR THE FREE-CHOICE PRINCIPLE AS A MEANS OF CONTROLLING SUPPLY AND DEMAND IN TEACHER EDUCATION, IN CONTRAST WITH A QUOTA SYSTEM.</u>

Undersupply

Teacher shortages in Illinois public schools exist in these four areas: occupational education, special education, bilingual education, and health education.

The Task Force makes this general recommendation to the Board, and four sub-recommendations pertaining to each area of shortage.

II. THE BOARD OF HIGHER EDUCATION SHOULD PROVIDE ENCOURAGEMENT AND MEANS FOR DEVELOPING QUALIFIED TEACHERS IN THESE FOUR SHORTAGE AREAS: OCCUPATIONAL EDUCATION, SPECIAL EDUCATION, BILINGUAL EDUCATION, AND HEALTH EDUCATION.

Occupational education[9] Need for substantially greater numbers of occupational/vocational teachers in Illinois is evident from the data that are available. A recent survey in Illinois[10] indicated that approximately three times as many

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[9] This section is based upon a study prepared by a Task Force Committee on Occupational Education Personnel Development Programs selected by the Illinois Advisory Council on Vocational Education. The Summary Report is included as Appendix C.

[10] Pendleton, Charles W. An Investigation of the Knowledge of Occupations and the Educational, Personal, and Social Characteristics of Selected Groups of Power - Automotive Students. Unpublished doctoral dissertation. Urbana: University of Illinois at Urbana, 1973.

high school students desire to enroll in advanced auto mechanics classes as can be accommodated with existing teachers facilities and schedules. The proportion of the population enrolled in adult education classes is from ten to 100 times as high in many Wisconsin communities as in most comparable communities in Illinois.

Ohio data indicate that the occupational education enrollment in secondary schools would nearly double if student desires for added instruction were met. The Committee on Occupational Education concluded that in the absence of Illinois data on need for occupational education, extrapolation of data from the most nearly comparable state would be permissible. Adapting Ohio data to the Illinois scene: If Illinois were to increase the breadth of its occupational education offerings in response to the level of student needs, the number of part-time occupational teachers would need to increase about tenfold, the number of full-time occupational teachers would need to double, and if this increase were spread over a ten-year period the number of occupational teacher education would need to double.

The principal source of supply of occupational teachers is graduates from Illinois university teacher education programs and from in-migration from other states. However, records are not available on the number of people that are

employed through these sources. Each university keeps track of its own teacher preparation program and students although the records do not include the specialized subjects the graduate is prepared to teach or whether the graduate is employed or available for employment in Illinois.

In view of the need for more occupational teachers, the Task Force recommends that the Board of Higher Education adopt this sub-recommendation:

A. THE BOARD OF HIGHER EDUCATION SHOULD INITIATE A COOPERATIVE VENTURE WITH THE DIVISION OF VOCATIONAL AND TECHNICAL EDUCATION, COMMUNITY COLLEGES AND SECONDARY SCHOOLS TO DEVELOP A SYSTEMATIC PLAN FOR CONTINUING REVIEW OF SUPPLY AND DEMAND FOR TEACHERS IN OCCUPATIONAL EDUCATION. IN ADDITION, THE BOARD OF HIGHER EDUCATION SHOULD ENCOURAGE TEACHER PREPARATION PROGRAMS IN OCCUPATIONAL EDUCATION TO PREPARE GREATER NUMBERS OF TEACHERS, KEEPING AWARE OF NEEDS AND CHANGING CIRCUMSTANCES SO FUTURE SUPPLY WILL NOT OUTRUN NEED.

There are four related needs: (A) Systems manpower data base: Central to the success of any meaningful plan is an urgent need for adequate manpower demand data, both for the general work force as well as for those that are now

working in the field. The data base should indicate the specialized subjects that the graduate is prepared to teach. This systems manpower data base must be organized to enable an annual updating of the data so that adequate planning can result. (B) Establishment of priorities: When the data base has been developed, a set of priorities should be established in terms of the kinds and numbers of occupational education personnel that are needed in Illinois. (C) Allocation of resources: With the data base desired and priorities determined, strong leadership at the state level is needed to reallocate existing resources and to channel them in desired directions. This program can be accomplished in a number of ways that will provide incentives to prepare teachers in the priority areas. (D) Competency base certification program: Some system should be developed so certification can be maintained on a continuing basis, and the system should be structured to certify only those teachers that are competent to teach in specified subject areas.

Special education.[11/] The Illinois laws on special education in Article XIV of The School Code of Illinois and the subsequent

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11/ This section is based upon the work of The External Sub-Committee on Development of a Statewide Master Plan for Teacher Preparation in Special Education, which prepared a "Masterplan for Special Education Program in Higher Education." The full report is included as Appendix D.

Rules and Regulations to Govern the Administration and Operation of Special Education are specific in their requirements, stating that "The local school district shall be responsible for ensuring that those children who require special education services enjoy the rights and privileges equal to those of all other children". It also states that each local school district "shall provide comprehensive program of special education for those exceptional children who are between the ages of three and twenty-one and who are resident in the district."

Qualified personnel are necessary to implement this mandate throughout Illinois yet a shortage occurs in virtually all areas of special education, according to the Masterplan for Special Education Programs in Higher Education. The subcommittee concluded that precise figures are not available on the present number of special education teachers in the schools or those needed in the future; however, some estimates were made. In 1971-72 the Office of the Superintendent of Public Instruction estimated that the following teacher needs were unmet:

Type of Handicap	Special Education Teachers Needed
Trainable Mentally Handicapped (TMH)	200
Educable Mentally Handicapped (EMH)	1463
Hard of Hearing	310
Deaf	47
Speech Impaired	63
Visually Impaired	102
Emotionally Disturbed	2263
Physically Handicapped	18
Learning Disabled	1258
Paraprofessional Personnel	1980
Leadership Personnel	285

Despite increased enrollments in special education teacher preparation programs, Chicago State University estimated in May 1973 these teacher needs:

Type of Handicap	Number of Children in State	Number of Children Not Being Served	Additional Special Education Teachers Needed
Educable Mentally Handicapped	35,200	17,360	1,447
Trainable Mentally Handicapped	4,800	6,760	563
Emotionally Disturbed	64,070	33,560	1,974
Learning Disabled	30,000	17,537	1,461

To the number of certified teachers from special education entitlement programs should be added those teaching in this area by virtue of their emergency evaluation, special or provisional approval that have been granted in previous years, and those who have come from other states. Educational programs that are needed but are not presently offered in degree-granting teacher preparation programs, such as education of the exceptional student at the secondary level, education of the child with profound mental impairment and/or severe multiple impairment, etc., should be considered as additional professional openings.

The Task Force endorses this sub-recommendation on special education:

THE BOARD OF HIGHER EDUCATION SHOULD ENCOURAGE TEACHER PREPARATION PROGRAMS IN SPECIAL EDUCATION TO PREPARE GREATER NUMBERS OF TEACHERS, KEEPING ABREAST OF NEEDS AND CHANGING CIRCUMSTANCES SO FUTURE SUPPLY WILL MORE NEARLY MEET NEED. 28

Bilingual education[12/] The State of Illinois faces problems in bilingual education that are similar to those found in several other states, with two differences. The size of the Latino community in Chicago is significantly larger than most other cities, and the State of Illinois has mandated through the passage of Public Act 78-727 that on or before July 1, 1976, bilingual education will be required of any school district in Illinois with more than 20 pupils in need of such services.

The availability of teachers and teacher-aides for the bilingual education program will constitute a crucial element in the ability of the State of Illinois to meet the mandated requirements. An increase from 20 bilingual teachers in 1969 to 500 in 1974 indicates progress, although it is estimated that the Chicago area alone will need 400 additional teachers to satisfy the provisions set forth in Public Law 78-727.[13/]

12/ This section is based on the Bilingual Teacher Preparation Conference Report, Illinois Board of Higher Education, December, 1974; and Appendix A-1 in Appendix C, which is in the Report of the Sub-Committee on Special Education.

13/ This information on the Illinois scene in teacher preparation is based upon a recent report prepared by Dr. Isidro Lucas for the Office of the Governor.

Qualifications for teaching a bilingual/bicultural program, in view of the extreme current shortage of teachers, often are minimal. Generally this subject area has been given to those teachers who teach Spanish in the bilingual program. Many monolingual teachers are assigned there "because they have to teach only English". This problem can be alleviated through creative approaches using Spanish-speaking citizens and teachers on a team-teaching basis.

At the time of this report there are two new teacher preparation programs in Illinois that focus on elementary teachers of bilingual education, but higher education in general has given insufficient attention to the needs of Spanish speaking people. In the Fall of 1973, the State enrolled in two and four year colleges and universities a total of 498,969 students, of which 6,808 were Spanish speaking, or approximately 1.4 percent.[14/]

Some colleges and universities are exploring the possibilities of creating programs for developing teachers for bilingual education, but others still view the bilingual area primarily as a career outlet for surplus language teachers. Programs and curricula often are changed more in label than in fact. An effort is needed to develop programs

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14/ Illinois Board of Higher Education. Data Book on Illinois Higher Education, April 1974.

that prepare greater numbers of bilingual teachers and also that increase the number of Spanish speaking students generally enrolled in institutions of higher education.

The Task Force mades this sub-recommendation on bilingual education:

C. THE BOARD OF HIGHER EDUCATION SHOULD ENCOURAGE TEACHER PREPARATION PROGRAMS IN BILINGUAL EDUCATION TO PREPARE GREATER NUMBERS OF TEACHERS, KEEPING AWARE OF NEEDS AND CHANGING CIRCUMSTANCES SO FUTURE SUPPLY WILL NOT OUTRUN NEED.

Health education. The Illinois Critical Health Problems and Comprehensive Health Education Act of 1971 calls for a mandated health education program in all public elementary and secondary schools in Illinois. Section four of this Act calls for the development of cooperative health education programs among the institutions of higher education. The Act also encourages institutions to develop and extend curricula in health education in both pre-service and in-service programs.

The Illinois Office of Education has stipulated specific requirements for teachers of health instruction and it has outlined the academic preparation necessary for certification.

Approximately 11 percent of persons currently assigned teaching responsibilities in health education meet these minimum standards. Substantial academic retraining will be required in many cases to meet minimum standards for teachers of health education. Also, the State has recommended that school districts employ curriculum coordinators with graduate degrees in health education. Only limited number of State's public institutions of higher education--Eastern Illinois University, Illinois State University, Southern Illinois University at Carbondale, University of Illinois at Urbana, and Western Illinois University--offer professional preparation programs in health education. Furthermore, only the Carbondale and Urbana campuses offer graduate degrees in health education.

In addition to the need for qualified classroom health education teachers, the State of Illinois will need an estimated 250 community health educators for the seventies. And the emergence of new programs such as comprehensive health planning, health maintenance organizations, and neighborhood health centers will require new personnel.

The Task Force makes this sub-recommendation on health education:

D. THE BOARD OF HIGHER EDUCATION SHOULD ENCOURAGE TEACHER PREPARATION PROGRAMS IN HEALTH EDUCATION TO PREPARE GREATER NUMBERS AND VARIETIES OF TEACHERS, KEEPING AWARE OF NEEDS AND CHANGING CIRCUMSTANCES SO FUTURE SUPPLY WILL NOT OUTRUN NEED.

Admission And Retention

The admission of prospective teachers to the pre-service professional program and the evaluative procedures to ascertain their success in the program (their retention) are integral aspects of developing quality teachers. In addition, this section will discuss recent changes in admission criteria, and ongoing issues.[15/]

Admission

Admission usually has two phases: first, the student is admitted to the institution by satisfying institutional admissions requirements, then the individual must satisfy admission requirements for the teacher education program.

15/ This admission and retention section is based upon the report of the Sub-Committee on Admission Standards and Requirements. Data for the Sub-Committee's report were gathered from two primary sources: the official printed catalogues of the 64 institutions with teacher preparation programs, and a questionnaire sent to these institutions, with 80 percent response. The 64 institutions consist of 12 public and 9 private universities and 43 private colleges. The Sub-Committee's full report is included as Appendix E.

Institutional admission. Illinois institutions, as those across the nation, have utilized many different kinds of information to predict students' success in college. Most institutions have developed admission requirements that select students who can succeed in particular institutions. The two commonly used criteria for student selection are the high school record and examinations and recommendations. Factors most often included in the high school record are the secondary school and personality record, class rank, grade point average (GPA), graduation or completion of a General Education Development Test (GED), high school credits, and specified types of credits. Secondary school and personality record is the most consistently used criterion (80 percent) while GPA is the least often used criterion (17 percent). Factors most often included in the examinations and recommendations are personal interview, health examination, achievement test, proficiency examination, and letters of recommendation. Achievement tests are the most consistently used criterion (84 percent) while personal interview and proficiency examinations are the least often used criteria (27 percent).

Teacher education program admission. Institutional admission does not guarantee admission into a particular professional program within that institution, and in only a limited number of cases does institutional admission automatically carry admission to the teacher education program. Such admission commonly requires higher standards for acceptance than are evidenced in the criteria for institutional admission Table II indicates the commonly used criteria for admission into teacher preparation programs.

TABLE II

SELECTION CRITERIA FOR CANDIDATES IN TEACHER EDUCATION PROGRAMS

Criteria	Percentage of Public Universities	Percentage of Private Universities	Percentage of Private Colleges	Percentage of All Institutions
GPA	90%	100%	81%	88%
Residency	75	78	88	84
Committee approval	33	56	47	45
GPA in professional education sequence	33	67	38	43
Examinations	58	56	33	42

Recent changes in criteria for admission. The institutions were asked about changes made in admissions criteria during the past three years. The greatest changes have been occurring within public institutions, with 89 percent of

public universities, 29 percent of private universities, and 33 percent of private colleges indicating that admissions criteria have changed during the last three years. The kinds of changes are reflected in Table III.

TABLE III

CHANGES MADE IN CRITERIA FOR ADMISSION INTO TEACHER EDUCATION PROGRAMS DURING THE PAST THREE YEARS

	Percentage of Respondents		
Type of Change	Public Universities	Private Universities	Private Colleges
More Restrictive			
Higher GPA	38%	27%	38%
Admission tests	25	27	24
Advising and counseling	25	27	24
Other (Including letters of recommendation, formation of policy and preference to special groups)	38	9	19
Experience (tutoring student aide)	--	18	--
Less Restrictive			
No GPA	--	9	5
No dress code	13	--	5

In assessing the impact of changes in admissions criteria, 50 percent of public institutions, 27 percent of private

universities, and 38 percent of private colleges indicated that the more restrictive changes had resulted in decreased enrollment.

Colleges and universities expect little increase in admissions to elementary and secondary teacher education programs in the immediate future but they expect increased enrollments in special education and occupational education during the next three years. And current data substantiate the view that students, responding to the changes in demand and in admissions requirements, are no longer enrolling in teacher education programs in the same numbers as in recent years. Some institutions have restricted enrollments in response to the changing market condition, and restrictions are considerably more frequent in public universities than in private ones. Thirty-three percent of responding institutions believed that enrollments should be restricted further in the near future while 67 percent indicated that further restrictions were not contemplated.

The two methods most commonly used to diminish the number in teacher education programs are increasing the GPA required for both admission and retention in teacher preparation programs, and the restriction of enrollments by some sort of a quota. Counseling weak students out of programs is used also.

Retention

Upon admission to an institution and to the teacher preparation program, the student is expected to satisfy performance standards throughout his professional studies. The survey found that the maintenance of a particular GPA, and quite often above that required for continuing university enrollment, was the most common criteria for retention in teacher preparation programs.

The majority of institutions answering the questionnaire expect to make little change in their retention criteria in the immediate future, although 21 percent believed that retention criteria would be raised to a higher level within the near future. Of this 21 percent, no clear pattern emerged concerning kinds of future changes. Demonstrated competence and the use of examinations were among the items mentioned for future consideration as retention criteria.

Ongoing Issues

This section considers three issues that bear significantly upon admission and retention policies and procedures.

Relationship between admission and retention. Comparison of admission standards for teacher education with those for general institutional admission indicates that teacher education has higher admission standards than those required for

general university admission. Nevertheless, the teaching profession must consider the alternatives of raising the admissions level to where virtually every pre-service student that is admitted will be successful, or keep admissions requirements steady while raising retention standards for those admitted to the program. The trend is toward some tightening in both admission requirements and retention standards.

Minority recruitment. While the products of our institutions should meet established professional standards and every teacher should meet standards for certification, some institutions may deem it desirable to make adjustments in admission standards to take account of differences in the backgrounds and experiences. Those institutions that chose to modify admission requirements should make remediation available to assist individuals to meet academic standards.

Limited financial resources provide a substantial obstacle for many students from minority groups. While the abandonment of the Illinois Teacher Education Scholarship Program, funds available for those from families in lower socio-economic brackets are limited. Teacher preparation institutions, therefore,

must be aggressive in recruiting disadvantaged and minority students to their programs through judicious use of fellowships and other student awards.

Recommendation No. 3 speaks to the issues of quality control and minority students.

III. THE BOARD OF HIGHER EDUCATION EXPECTS EACH INSTITUTION OF HIGHER EDUCATION TO REVIEW ITS OWN STANDARDS OF ADMISSION AND RETENTION WITH A VIEW TOWARD GREATER QUALITY CONTROL. THE TASK FORCE BELIEVES, HOWEVER, THAT THE BOARD OF HIGHER EDUCATION SHOULD RECOGNIZE THE IMPORTANCE OF SUFFICIENT FLEXIBILITY IN ADMISSIONS CRITERIA TO ADMIT PROMISING MINORITY STUDENTS WHO HAVE NOT HAD THOSE EDUCATIONAL EXPERIENCES THAT FORM THE BASES FOR MOST ADMISSIONS AND RETENTION STATEMENTS.

Community college transfers. The increasing number of students graduating from community colleges are providing some admission problems for teacher education programs. Many institutions, particularly the public universities,

begin their teacher preparation programs at the sophomore year and make their decision on full admittance after successful completion of the sophomore year. Community college students who transfer to senior institutions have not participated in the professionally designed sophomore courses and programs, and therefore their applications for admission are based upon less data than is available for individuals who started on the four-year campus.

This issue should not be resolved by establishing extensive professional course sequences on community college campuses that are offered by community college personnel. An introductory education course and perhaps one on educational psychology should allow the student to test his or her interest in the field of education, and these courses might be offered by community college personnel. More extensive offerings, however, should be given by senior institutions. Cooperative arrangements would permit the senior institutions to conduct professional courses at the sophomore year on the community college campus and the transferring student would find themselves at no disadvantage in entering his professional program at the junior level of a senior institution. Recommendation no. IV speaks to this issue:

V. THE BOARD OF HIGHER EDUCATION SHOULD RESIST PRESSURES TO ALLOW COMMUNITY COLLEGES TO BUILD PROFESSIONAL COURSE SEQUENCES ON THEIR CAMPUSES WITH THEIR OWN PERSONNEL, ALTHOUGH EXPLORATORY EXPERIENCES IN ONE OR TWO PROFESSIONAL EDUCATION COURSES MAY BE REASONABLE. MORE EXTENSIVE PROFESSIONAL COURSE OFFERINGS AND SEQUENCES SHOULD BE GIVEN BY SENIOR COLLEGES AND UNIVERSITIES WORKING COOPERATIVELY WITH COMMUNITY COLLEGES.

Action-Oriented Consortia

The Atlanta Teacher Consortium has been operating for nine years, and it includes the Atlanta Public Schools, Agnes Scott College, Clark College, Georgia State University, Morehouse College, Morris Brown College, Spelman College, and the University of Georgia. The Consortium is serving to diminish the forces of traditionalism, suspicion, and territorial prerogatives that have developed among institutions of learning. Developments include close working relationships between the school and college classrooms, with professional exchanges taking place both ways; curricular revisions on a team basis; evaluation procedures that are rooted in school realities; and a career development program for teachers who wish to move into other professional positions. The Atlanta

experience indicates what can be done when schools and colleges work together to achieve common purposes.

Some five years ago, a distinguished group of Illinois educators (Committee "Q") recommended the establishment of two consortia, as part of their report for Master Plan, Phase III. This recommendation called for establishing "two action-oriented consortia of colleges and universities (public and nonpublic) for planning teacher-education programs. One consortium be located in the Chicago area at Northeastern Illinois University to serve the needs of the urban area. The other consortium be located at Illinois State University to serve the needs of downstate Illinois." The Task Force subscribes to this basic idea, and it offers the following recommendation:

V. THE BOARD OF HIGHER EDUCATION SHOULD PROVIDE ENCOURAGEMENT AND RESOURCES FOR ESTABLISHING COOPERATIVE ARRANGEMENTS AND ACTION-ORIENTED CONSORTIA OF INSTITUTIONS RELATED TO TEACHER PREPARATION.

Since 1972, the Illinois higher education community has gained valuable experience in developing and operating consortia through the state-funded Higher Education Cooperation

Act (HECA). This program can allow the new consortia to benefit from these experiences and thereby enhance significantly chances for success.

Broad Base For Decision-Making

The Task Force on Certification (1972) recommended that teacher certification "shall have a broad base of involvement which includes teacher educators, academicians, school personnel, students, and lay citizens." The Teacher Education Task Force believes that this principle of diverse representation is a good one for making decisions on major educational policy issues.

There is a tendency to let the experts decide, or letting those who have the depth knowledge provide the answers. Certainly the knowledge of experts should provide significant data on problems and issues, but decisions on major educational policy matters are likely to require consideration of many and diverse factors. Special interest groups and organizations usually have particular perspectives which can offer valuable insights and knowledge but, when taken by themselves, provide a distorted picture.

The Task Force itself represents a broadly based group and therefore it has experienced the slower pace that usually results from ameliorating differing points of view in working

toward agreements. In this context, and based upon the considerable experience of the Task Force members, the following recommendation is offered:

VI. THE BOARD OF HIGHER EDUCATION SHOULD INSIST THAT MAKING BROAD DECISIONS ABOUT TEACHER EDUCATION ACTIVELY INVOLVE VARIOUS SEGMENTS OF THE ACADEMIC COMMUNITY, CITIZENS, TEACHER EDUCATORS, ORGANIZATION AND STATE OFFICIALS.

SUGGESTIONS FOR TEACHER EDUCATION PROGRAMS

The education of teachers remains a major enterprise on every public senior university campus as well as on most private university and college campuses. As such, it deserves and needs continuing reappraisal both in terms of the program itself as well as in terms of its role in the life of the institution. This section contains suggestions for improving teacher education at various levels.

On-Campus Program Development

The Task Force believes that these four suggestions should be considered by institutions of higher education in general and teacher education programs in particular.

Campuswide Approach

Institutions that prepare teachers should be encouraged to take a new look at their programs of pre-service preparation to ascertain whether all components are relevant, compatible and sufficiently flexible and individualized to meet the needs of diverse student populations in an increasingly pluralistic society.

The re-examination of the goals and realities of liberal education for prospective teachers should be a priority. The

professions depend on the basic general or liberal education component to develop such capabilities as scientific and literary literacy; ability to deal with information, clearly and accurately; appreciation of the human experience, including that of different cultures; ability to carry out scholarly processes by which knowledge is discovered and made useful; a curious, creative and ethical approach to problems; and a commitment to lead and to be of service. If programs of liberal arts in institutions of higher learning are failing to develop such capacities, professional schools cannot make good the deficiencies.

Teacher specialization needs to be re-examined also. Confusion prevails, for example, concerning which courses or curricula contribute most preparation for teaching in diverse situations. And in some cases, rigid requirements for major and minor areas of study prevent prospective teachers from enrolling in courses that would be most useful for them. Rigid curricula and courses of study may negate innovations as well as the inclusion of new knowledge.

Inadequate preparation in instructional skills is considered to be the greatest single weakness that experimental programs are seeking to correct, according to the survey of the 65 pre-service teacher education programs in Illinois.

These data were gathered by the Sub-Committee on the Identification and Appraisal of Existing Experimental Teacher Education Programs. The report is included as Appendix

In the professional sequence the clinical preparation of teachers should be improved and the colleges and universities cannot do this job alone. A symbiotic relationship should exist between institutions that provide pre-service programs of preparation and the school systems that supply the classrooms and supervisory personnel for clinical practice. Successful clinical experience requires both the practical reality of schools and classrooms and the theoretical and research scholarship of universities and libraries.

Success in preparing competent teachers requires cooperative programs that should include academic scholars, practicing professionals, state department of education officials, representatives of lay groups, and professional specialists in schools of education. These groups need to create and maintain attitudes of cooperation that permit them to determine jointly the kinds of educational personnel needed; identify meaningful academic and practical experiences for pre-service teachers; and evaluate effectiveness of the programs and the competence of graduates.

Earlier Decisions On Teacher Candidates

Teacher education programs should consider and experiment with making earlier decisions on those who seek admission to teacher preparation programs.

Teacher preparation programs may be making decisions about retention too late in the four-year college program, and in many cases the stamp of final approval is not made until after the student teaching experience. Teachers and professors find it very difficult, out of humane reasons primarily, not to certify a student who does poorly in student teaching. Those making these late-hour decisions are caught between the horns of a dilemma: It is unfair to the prospective teacher not to be certified because no time is left to recycle one's program into another academic major; yet it is unfair to thousands of children and youth that may receive poor quality teaching instruction from such a teacher.

An earlier decision would have the important advantage of allowing students to chose another academic major. Some will argue that students are not sufficiently mature by the end of the sophomore year to make firm career decisions--a point of view that is not acceptable for students in the sciences and many other areas. Evidence by Kenneth Keniston and others support the view that freshmen and sophomores can

understand and can make intelligent career decisions, especially if an earlier decision point is accompanied by an earlier and more diversified immersion in the public school and community milieu.

Many pre-service experiences that allow involvement with elementary or secondary classroom activities could be moved into the first and second year of the collegiate experience. Some colleges, for example, have required prospective teachers to spend two weeks before a fall semester observing public school classrooms near their home, thus combining propinquity with bona fide observational experience.

An earlier decision on admission to teacher education would require some changes in the first two or three years; namely, arranging a more even distribution of the professional and general education over the four years. It would also have student teachers engage in some classroom teaching during the first two years, and perhaps without a prior course in teaching methods. It would be interesting to see if this deletion makes a difference in their teaching performance and attitude! In any case, better data and closer observation on the part of the supervising teacher or college instructor would be necessary.

Finally, the earlier decision point should bring about more vigorous screening procedures. Also, it would revive an aspect that has been allowed to drift out of many teacher education programs. This is commitment. Emerson once said that nothing great is achieved without enthusiasm, and this certainly applies to teacher education. Those not dedicated to an idea, an activity, or a profession will succeed more by chance than by design. Perhaps the ultimate in the passive-teacher philosophy has been the so-called "teacher-proof" packages for students. Such efforts assume a level of incompetence and indifference that does a grave injustice to the substantial majority of experienced classroom teachers--those who stay with it beyond three years--who are serving humanity well by helping tomorrow's citizens to learn about themselves and the world about them. Commitment is an internal thing, and each prospective teacher needs, with the assistance of patient and skilled advice, to face himself or herself early.

Experimental and/or Innovative Programs[16/]

16/ This section is based upon findings of a survey conducted by the Sub-Committee on Identification and Appraisal of Existing Experimental Teacher Education Programs. The response rate was 85 percent for Illinois institutions and 60 percent for those out-of-state. The report of the Sub-Committee is included as Appendix F.

Experimental/innovative programs should show systematic and careful consideration of a conceptual framework, modus operandi, and both formative and summative evaluation. Those undertaking experimental/innovative programs should include a formal evaluation plan as an integral component of the total program. New programs also should indicate how they will relate to on-going programs, and what steps might be taken to bring about the process of change.

Off-campus programs have increased substantially in Illinois, and this development is the most conspicuous thrust in innovative programs for pre-service teacher education. Concern for pedagogical skills is also evident in the innovative programs. The data show a positive relationship between innovations in the public school and efforts by pre-service teacher education programs to develop teachers for them.

The survey also reveals that insufficient attention has been given to evaluation of programs. Where evaluation is used, it is considered in the traditional sense of evaluation as judgment only, rather than in the contemporary sense of evaluation as feedback and guidance as well as judgment.

An examination of the experimental/innovative programs in Illinois reveals only a few well designed and operationally sound programs, and these data indicate that many programs

just sort of happen without detailed and careful planning. Without a more extensive and better controlled data base, one cannot judge how Illinois compares with other states in the extent and quality of experimental/innovative programs.

Data from the questionnaire suggests that educators have not taken seriously the planning of change, often moving ahead too quickly with too little thought. This approach reaps benefits from spontaneity and enthusiasm but these desirable attributes of successful enterprises cannot overcome technical and managerial problems that require careful planning, coordination and evaluation.

Competency-Based Teacher Education Programs. The competency-based movement deserves careful study by educators in Illinois, and those programs in operation should receive vigorous evaluation.

The competency-based movement has developed very rapidly, and like all rapidly developing programs, it has supporters and detractors. Some see competency-based teacher education (CBE) as the vehicle through which teacher education itself may approximate the model of individualized and personalized instruction that has been an ideal for school education.

Others note its capacity--through emphasis on objectives and assessment--to have student and instructor accountable for a realizable goal. Still others envision the teaching profession moving toward greater precision through CBE. Its detractors contend that teaching is a humanistic rather than a mechanistic process and classroom experience, with all its messiness, is the key to teaching success. Whatever the view taken the compency-based teacher education movement cannot be ignored.[17/]

The term "competency-based" and "performance-based" education are interchangeable although there may be a technical difference. Some see "competency-based" as the more comprehensive of the alternative terms and hence as more

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17/ Houston, W. R. and Howsam, R. B., Editors. Competency Based Teacher Education: Progress, Problems, and Prospects. Chicago: Science Research Associates, Inc., 1972. p. viii.

For a more recent discussion of CBE, see Gage, N. L. and Winnie, P. H. "Performance-Based Teacher Education." In K. Ryan (Ed.) Teacher Education. Chicago: The University of Chicago Press, 1975.

capable of including the wide range of types of objectives and of abilities to perform.

Competency-based education is based on the specification or definition of what consitututes competency in a given field. The agreed upon level of competency is communicated through the use of specific, behavioral objectives for which levels of performance have been established. The required behaviors are placed in a hierarchy leading from simple to complex, and then an instructional sequence is planned that will help the learner achieve the desired behaviors. When the learner is ready, a test or check of some sort is administered to determine if the required level of competency has been achieved.

In CBE, time may vary, but achievement is held constant. For example, if the required performance level is 100 percent accuracy, the learner does not "pass" with 90 percent accuracy. The performance level is the same for all groups, based on the belief that competence should not be measured through the use of norm-referenced approaches. In CBE, a major concern is to provide many alternative ways for the learner to accomplish the stated objectives. Since individuals have

different learning styles, CBE emphasizes achievement of specified objectives and not the ranking of learners. The learner may select different instructional routes, such as a lecture, a list of selected readings, a videotape presentation, a slidetape package, a programmed instruction manual, or other options. Should the alternative selected by the learner prove unsuccessful, other experiences or options are usually available to allow a recycling process.[18]

This is a brief and simplified picture of CBE. An example of CBE in operation may be found at Illinois State University. This program is just over five years old and has brought about considerable changes in the professional education program for pre-service secondary teachers. Instead of amassing eight semester hours in traditional courses of secondary curriculum and methods, American public education, and secondary school reading, nearly 2000 juniors and seniors are working their way through self-paced instructional packages. Desired teaching behaviors are specified in the self-paced packages, and a demonstration of proficiency

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[18] Burns, R. W. and Dlingstedt, J. L., editors. Competency-Based Education: An Introduction. Englewood Cliffs, N. J.: Educational Technology Publications, 1973. pp. 7-8.

is needed for each competency before credit is awarded. In summing up their experience, a group of ISU professors wrote: "Teacher educators contemplating this approach may profit from the experiences of schools that have made such a change. The results are rewarding, but adjustment by staff and students is slower and more agonizing than most would suspect."[19/]

The University of Nebraska has had five years of experience with the Nebraska Secondary Teacher Education Program (NUSTEP). It replaces traditional course content in educational psychology, special teaching methods, and principles of secondary education with learning activities related to behaviorally stated objectives. While early results of the Nebraska program are inconclusive, the data do point to two tentative findings: Teacher education students like CBE better than traditional instruction, and youth taught by those trained by CBE can achieve more.[20/]

One future direction of CBE may be in the area of teacher certification. By 1972, some 17 states had announced

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19/ Getz, H. et al. "From Traditional to Competency-Based Teacher Education," Phi Delta Kappan, 1973, 54, 300-302.

20/ Sybouts, W. "Performance-Based Teacher Education: Does It Make a Difference?" Phi Delta Kappan, 1973, 54, 303-304.

certification changes to be based on competencies or had declared their interest or intentions to do so. Texas, Washington, and New York State have taken the leadership in this movement, and Florida is researching the use of consequence-criteria for approving preparation programs.

CBE remains quite controversial. Those opposing CBE are concerned that the humanistic, artful aspects of teaching will be lost by arranging learning into a series of steps to be accomplished at a specified level of competence. Opponents also point out the CBE minimizes the very thing that will determine classroom success; namely, how does an individual react with others in a face-to-face situation. Advocates of CBE contend that traditional teacher education has been a mediocre operation, with guess-and-hope as the modus operandi. Those opposing CBE fear the quantification aspects will move teacher education and colleges and universities toward becoming a mechanized educational factory, while proponents content that educational courses too often are repetitious, irrevelent, and dull. So the controversy goes.

While it is too early to tell about the future of CBE in the State of Illinois, the movement is worthy of careful study, pilot programs, and evaluation, and always with the means-end relationship kept in mind. CBE is a means to the end: more effective teaching and learning in the public schools. Its success, mediocrity, or failure should be judged in terms of how effectively and efficiently it serves this end.

In-Service Program Development

Universities and colleges should continue and diversify their programs to improve the professional competence of employed educational personnel.

The responsibility for improving and upgrading educational staffs is a shared one between school systems, institutions of higher learning, state departments of public instruction, community representatives, educational industries and the individuals themselves. Employing

institutions have the initial responsibility for institutional staff development programs. Educational and other types of service agencies should make available resources to assist teachers and other types of educational workers refine and extend their professional competence. Personnel on the firing line often are too busy to plan their own learning or to organize staff development programs. Universities and colleges can serve as a catalyst for bringing together internal and external forces to develop and implement in-service development programs that are needed and desired by personnel in the public schools.

Teachers are having increasing difficulty in sifting through and imparting the rapidly expanding reservoir of knowledge to mobile students. As vague ideas concerning teacher roles are brought into even sharper focus by the concrete demands of real situations, the need for a more realistic approach to continuing professional development of teachers becomes more evident.

Off-Campus and Community Services

Early and varied off-campus and community experiences should be an integral part of teacher education programs. University and public school representatives should work together in developing these experiences.

As previously mentioned, the results of the survey conducted by the Sub-Committee on the Identification and Appraisal of Existing Experimental Teacher Education Programs indicate that expansion of off-campus and community educational experiences was the most conspicuous current thrust in Illinois teacher education programs, and the Task Force believes this trend should be encouraged and amplified.

The key concepts are early and varied exposures. Prospective teachers need to have many first hand experiences that involve children and youth, teachers, administrators, and bureaucracies known as schools. And these experiences should be guided and discussed by experienced university and public school personnel.

The Task Force endorses the Sub-Committee's view that public school personnel should be more directly related to the teacher education program. The clinical teacher concept--where a professor teaches part-time in a public school, or

vice versa--is more than 12 years old and has been successfully used in some systems, but its application has not been as extensive as successful results indicate should be the case.

The Sub-Committee on Admission Requirements for Teacher Education Programs stated that public school personnel should be included in determining admission policies and in admitting and retaining students, and the Sub-Committee did take note of improvements in such cooperative endeavors. School personnel are having their primary impact, however, in serving in supervisory roles for the off-campus experiences of prospective teachers. They are usually asked to evaluate the prospective teachers, but too teacher education programs have failed to move beyond this first step.

Evaluation

Formative and summative evaluations should be an integral part of every teacher education program in Illinois.

The Sub-Committee on Evaluation of Teacher Education Programs[21/] as well as the Sub-Committee on Experimental Programs approached evaluation from different perspectives yet

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21/ This section draws upon the reports of two Sub-Committees. The report of the Sub-Committee on Evaluation of Teacher Education Programs is included as Appendix G.

their findings are similar; namely, that evaluation is the forgotten factor in most experimental/innovative as well as ongoing programs. In 65 Illinois experimental/innovative programs, formal evaluation was not planned in 26 instances, yet 15 of the 26 responses said they believed the program was very successful--evidently based upon the "calibrated eyeball" technique of evaluation. Twenty-four programs did indicate that a formal evaluation was in progress, and five evaluations had been completed.

Colleges of Education

Colleges of education should build a research and development and evaluation function into their overall program--one which will stimulate "cutting edge" programs and encourage phasing out of out-of-date and marginal ones.

Colleges of education should have exemplary programs of evaluation both in terms of including this dimension in their pre-service and graduate teacher preparation programs as well as in the operation of their own colleges. To this end, consideration should be given to having a unit within colleges of education that serves as a research and development unit. This unit, reporting directly to the dean, would stimulate and monitor research and development and evaluation

of new and ongoing programs. A small percentage of ongoing monies (say three to five percent) could be allocated to this unit. In a time of fiscal austerity it may seem unrealistic to assign money to the future, but how can the future be better without some planning and sacrifices in the present?

Statewide Coordinating Committee

A Statewide Advisory Committee on Teacher Education should be established, serving as a liaison between the Board of Higher Education, the various public and nonpublic institutions, the State Office of Education, educational organizations, and the State Teacher Certification Board. The Committee should advise the joint committee of the Illinois Board of Higher Education and the State Office of Education on matters relating to teacher education.

This suggestion is based upon a recommendation made in the Committee Q Report that was mentioned earlier. The Task Force believes such a committee can facilitate communication, study statewide issues, make progress reports, and conduct evaluations.

Certification of Teachers

The Teacher Education Task Force supports recommendations

number two and five that were made by the Task Force on Certification (1972). The Teacher Education Task Force believes that further experimentation and pilot studies are necessary in the cases of recommendations number one and four.

In view of the study made of Certification by the Task Force on Certification, which was established by the Superintendent of Public Instruction, the Task Force on Teacher Education did not believe another detailed study was needed. The Task Force did, however, review the recommendations on teacher certification. Recommendations two and five are:

2. Teacher certification in the State of Illinois shall have a broad base of involvement which includes teacher educators, academicians, school personnel, students, and lay citizens.
5. A select number of university centers will be designated to perform certification assessment-recommending responsibilities and to provide alternative routes to certification.